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ABSTRACT

Entries in this annotated bibliography are recent, readily available resource materials to assist in all phases of planning and carrying out a home-based child development program emphasizing parent involvement. Most entries are abstracted. (KM)

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BIBLIOGRAPHY:

HOME-BASED CHILD DEVELOPMENT PROGRAM RESOURCES

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Office of Child Development
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Foreword

After approximately one year of operation, the Office of Child Development's sixteen Home Start demonstration programs are well underway. In addition, a number of Head Start programs are planning to incorporate a home-based component of service into their existing programs. These programs as well as other child development and parent education organizations need materials and resources to guide their planning and implementation.

This publication will acquaint the reader with a number of recent, readily available (and often low cost) resource materials to assist in all phases of planning and carrying out a home-based child development program emphasizing parent involvement. Items listed are usually annotated at some length to help the reader determine their usefulness for his own situation and needs. Many of the materials are available through libraries.

We are indebted to a number of people for their suggestions concerning items for inclusion. For example, many of the authors whose works are listed made recommendations concerning the one or two most recent, appropriate and available publications describing their work. Judy Potash and Anne Morrison worked on early drafts of this bibliography. Special thanks go to Anne App, whose careful, competent efforts resulted in the final compilation and preparation of this resource.

We hope that the materials reviewed here will offer a basis for understanding the philosophy and concepts underlying home-based early childhood programs, as well as practical assistance for program planners, operators and parents.

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1. Appalachia. Vol. 6, No. 2, October-November 1972. Available from: The Appalachian Regional Commission, 1666 Connecticut Ave. N.W., Washington, D.C. 20235, Attention of Miss Taylor. No charge for single copies.

   This issue of Appalachia contains a description of the educational approach known in the Appalachian region as RESA (Regional Education Service Agency). Included (p. 7) is a report on the operation of the Top of Alabama Regional Council of Governments (TARCOG), with special attention given to their Home Start Program. Charts showing the "Resources Mobilized by TARCOG Home Start Program" and "Services Provided by the TARCOG Home Start Program" are presented. The Clinch-Powell Educational Cooperative, with headquarters in Harrogate, Tennessee, is also featured (p. 19), again with an interesting description of their Home Start Program.

2. Appalachia Educational Laboratory. Home-Oriented Preschool Education Program (HOPE). Available from: Diffusion Department, Appalachia Educational Laboratory, Inc., P.O. Box 1348, Charleston, West Virginia 25325. No charge.

   This approach to home-delivered preschool education consists of seven detailed process manuals: Program Overview and Requirements, Field Director's Manual, Handbook for Mobile Classroom Teachers and Aides, Home Visitor's Handbook, Personnel Training Guide, Curriculum Planning Guide, and Materials Preparation Guide. The program, which is aimed at three, four and five year old children, utilizes daily televised lessons, parent instruction in the home under the guidance of trained paraprofessionals, and weekly neighborhood group activities with a teacher. Each of the seven manuals presents a specific outline of the procedures and techniques involved in that particular area of home-oriented early childhood education. This series would be of great value in planning and/or developing any home-based program.

3. The Appalachian Regional Commission. Programs for Infants and Young Children. Available from: The Appalachian Regional Commission, 1666 Connecticut Ave. N.W.,

Washington, D.C. 20235. Inquire about price.

The three books in this series describe various types of programs for infants and young children that are in operation, seem to be effective, and contain elements that can be used easily in many communities. The books are: Education and Day Care, Health and Nutrition and Day Care Facilities, and each is a comprehensive review of the particular area of concern. Education and Day Care offers descriptions of several home programs, and Health and Nutrition describes both home programs and programs with services to the home. These books are very useful in planning community programs for children.

4. Badger, Earladeen. "A Mother-Training Program: The Road to a Purposeful Existence". Children, Vol. 18, No. 5, September-October 1971, p. 168-73. Single Xeroxed copy available from: Home Start, Office of Child Development, P.O. Box 1182, Washington, D.C. 20013. No charge.

This is a description, with specifics, of Dr. Badger's Mothers' Training Project for mothers of one and two year old children. In this article, the author outlines the methods by which disadvantaged parents are taught to interact with their very young children. She also describes the positive effects which this program has on the mothers, including changes in many of their attitudes toward themselves.

5. Badger, Earladeen. "A Mothers' Training Program-A Sequel Article". Children Today, Vol. 1, No. 3, May-June 1972, p. 7-11. Available from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. $.35 per copy.

The author describes the methods by which the Mothers' Training Program, which was a university-based research project, is used in two different settings. She discusses in detail the implementation of the program in the rural locations of Mt. Carmel, Illinois and Chattooga County, Georgia, through existing Head Start Parent and Child Centers. The Mothers' Training Program proved a highly valuable means of increasing both the mothers' personal growth and satisfaction, and the childrens' intellectual and emotional development. Some specifics of training staff and mothers in infant/toddler learning are given.

6. Belton, Sandra and Terborgh, Christine. Sparks: Activities to Help Children Learn at Home. 1972. Available from: Human Service Press, 4301 Connecticut Ave. N.W., Washington, D.C. 20008. $4.00 per copy.

This book contains a collection of activities which can be used in the home as preparation for helping children in school. The activities are arranged in two ways: 1) subject areas, such as language, science and art, and 2) place or time to enjoy the activity, such as in the kitchen, or while shopping or traveling.

7. Birch, Herbert, Chess, Stella and Thomas, Alexander. Your Child is a Person. 1971. Available through: Pocket Books, Inc., Simon and Shuster, 1 West 39th St., New York, New York 10018. $.75 per copy.

The way in which interaction between individual children and their parents is affected by the personality of each is emphasized in this book. The many illustrative examples are drawn from the authors' years of research and observation of parents and children. An excellent and readable book for parents.

8. Caldwell, Bettye, et. al. Home Teaching Activities. 1972. Available from: Center for Early Development in Education, 814 Sherman St., Little Rock, Arkansas 72202. $2.00 per copy.

This mimeographed booklet contains written materials to be used with simple, inexpensive toys in a home intervention project. The materials and toys are being used at the Center for Early Development in Education at the University of Arkansas under two different patterns: 1) giving the written materials and toys necessary to carry out the enrichment activities to the mother a few pages at a time, with a brief demonstration, and 2) through home intervention, in which a staff member makes a bi-weekly home visit to demonstrate the activities to the mother and child. The materials assembled cover the age range of roughly eight to twenty-four months, and can be adapted as the child's skills develop. There are also many types of materials which may be found or duplicated in the home.

9. Caldwell, Bettye. "The Rationale for Early Intervention". Exceptional Children, Vol. 36, 1970, p. 717-26. Available from: Information Center, Council for Exceptional

Children, 1411 Jefferson Davis Highway, Jefferson Plaza, Suite 900, Arlington, Virginia 22202. Single copies, no charge.

In this article, the author traces the antecedents of the current interest in early intervention in the development of young children. She discusses in particular the importance of early intervention for exceptional children, and describes studies contrasting development in children reared in differing social environments. Guidelines for future research and action programs are given, stressing mandatory followup, continuity between preschool enrichment and subsequent education, and careful program description.

10. Childhood Education. Vol. 48, No. 3, December 1971. Available from: Association for Childhood Education International, 3615 Wisconsin Ave. N.W., Washington, D.C. 20016. $1.75 per copy.

This issue is entitled "Learning from Parents", and contains a "Symposium on Parent-Centered Education" (p. 126), which features articles by Susan W. Gray, Phyllis Levenstein and David P. Weikart. See items 28, 47 and 73 in this bibliography for reviews.

11. Clinch-Powell (Tennessee) Home Start. Captain Kangaroo Materials. Available from: Clinch-Powell Educational Cooperative, Harrogate, Tennessee 37752. Inquire about price.

This series of materials was developed in cooperation with the Captain Kangaroo television show and the Columbia Broadcasting System. Each week, a "Parent's Guide" and a "Teacher, Aide and Home Visitor's Guide" are provided. These contain activities, stories, songs, etc. for children, using as a starting point a portion of the daily Captain Kangaroo show. The "Parent's Guide" suggests a range of practical activities which can be carried out with supplies readily available in the home. The "Teacher, Aide and Home Visitor's Guide" provides activities for the home visitor to use with both the parents and the children, as well as an overall guide for the week's procedures.

12. Demonstration and Research Center for Early Education (DARCEE). Information Office, DARCEE, Peabody College

Box 151, Nashville, Tennessee 37203.

DARCEE offers a variety of materials which are of interest to those involved in early childhood education. Of specific value in planning home-based programs are two manuals by Bettye J. Forrester, et. al., Home Visiting with Mothers and Infants and Materials for Infant Development, and A Guide for Home Visitors, edited by Rosemary Giesy. See items 17, 18 and 20 in this bibliography for reviews.

13. Dodson, Fitzhugh. How to Parent. 1971. Available through: Signet Books, 1301 Avenue of the Americas, New York, New York 10019. $1.25 per copy.

A commonsense approach to child raising for parents of children from birth to five years. Subjects include enriching the environment, stimulating the child's mind and senses, childproofing a home, choosing toys and books, a timetable of child development, actions versus feelings, when to yield and when to be firm, and dealing with hostility. The appendices offer a great deal of material which is particularly valuable in Home Start programs. Appendix titles include: "Toy and Play Equipment for Children of Different Ages and Stages", "Free and Inexpensive Children's Toys from A to Z", "A Parent's Guide to Children's Books for the Preschool Years", "A Parent's Guide to Children's Records" and "A Survival Kit for Parents: A Basic Book List for Parents to Aid Them in the Raising and Education of Their Children".

14. Dreikurs, Rudolph (with Vicki Soltz, R.N.). Children: the Challenge. 1964. Available through: Hawthorn Books, Inc., 260 Madison Ave., New York, New York 10016. $6.95 per copy.

Through the use of many vignettes, Dr. Dreikurs sets forth situations which illustrate the everyday challenges that parents face in dealing with their children. The situations are followed by discussions of the principles which have been developed by Dr. Dreikurs through his work as a child psychiatrist. He and Mrs. Soltz, a registered nurse who has worked with groups of mothers, offer these methods as a new approach to parents to help them work effectively with their children, and to help them develop trustful and constructive relationships.

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15. Educational Resources Information Center (ERIC). ERIC Clearinghouse on Early Childhood Education, 805 W. Pennsylvania Ave., Urbana, Illinois 61801.

ERIC is one of a system of clearinghouses located throughout the United States which provides information about research and developments in the field of education. Items on this resource list which may be obtained through ERIC include numbers 16, 24, 37 and 63.

16. ERIC Clearinghouse on Early Childhood Education. Mother-Child Home Learning Programs: An Abstract Bibliography, (compiled by Norma K. Howard). 1972. Available from: College of Education Curriculum Laboratory, University of Illinois, 1210 W. Springfield Ave., Urbana, Illinois 61801. $.80 per copy.

The publications cited in this bibliography describe home-based programs which are designed to help parents discover ways of interacting with their children which will contribute to positive growth in the child's overall development. There are also some publications included which provide background information on early childhood education and parent involvement, and some which present learning activities for parents to use in the home with their children. An extremely useful bibliography.

17. Forrester, Bettye J., et. al. Home Visiting with Mothers and Infants. 1971. Available from: Information Office, DARCEE, Peabody College, Box 151, Nashville, Tennessee 37203. (See item 12.) $2.00 per copy.

An illustrated procedural manual which describes an approach to working with mothers and infants in their homes. It emphasizes parents as educational change agents and homes as educational settings. The roles of both the mother and the home visitor are discussed in detail in the context of home-based early childhood development and education. Specifics of the process of home visiting in the program described are presented, including recruitment and selection of families involved, guidelines and activities for six sessions and lesson plans and materials used in the six sessions. There is also a sampling of suggestions, observations and evaluations from the field-setting.

18. Forrester, Bettye J., et. al. Materials for Infant Development. 1971. Available from: Information Office, DARCEE, Peabody College, Box 151, Nashville, Tennessee 37203. (See item 12.) $2.00 per copy.

This manual presents an outline of areas of early development and several provisions needed for development. It details lists of materials that were prepared, developed and selected through field-testing in homes, including things that were saved from household use, things that were multipurpose purchases and books appropriate for infants, toddlers and older siblings. A chapter presenting the use of certain of these materials in a home visiting program is included. The manual is well illustrated.

19. Furfey, Paul Hanley (ed.). Education of Children, Age 1-3. 1972. Available from: Catholic University of America, School of Education, Curriculum Development Center, Michigan Ave. N.E., Washington, D.C. 20017, Attention of Ms. Watrin. $2.75 per copy.

    Written by the staff of the Infant Education Research project in Washington, D.C., this book lists activities that parents can do with their children in thirteen areas such as art, music, sensory and motor skills, numbers, drama, etc. It also includes a list of recommended books, toys and puzzles. The activities and the way in which they are presented are an outgrowth of one of the earliest "infant tutoring in the home" projects, begun by Dr. Earl Schaefer in 1965.

20. Giesy, Rosemary (ed.). A Guide for Home Visitors. 1970. Available from: Information Office, DARCEE, Peabody College, Box 151, Nashville, Tennessee 37203. (See item 12.) $2.50 per copy.

    This guide is designed to provide information for persons who are in training to be home visitors. The material includes an introduction to the Home Visiting Approach, and provides in detail a description of how the home visiting procedure works. The appendices offer some suggestions for activities for home visits, and a sample unit used to help organize instruction. A very practical resource.

21. Ginott, Haim. Between Parent and Child. 1965. Available through: Macmillan Co., Order Department, Front and Brown Sts., Riverside, New Jersey 08075. $5.95 per copy.

    In this book, the author offers concrete suggestions to parents to aid them in dealing with everyday situations and problems concerning their children. He uses clear, practical language, with many samples of realistic dialogue, to present a new approach

to identifying parents' goals in relation to their children. He offers both specific advice and basic principles to guide parents and children in living together in mutual respect. An appendix gives a general review of help available in the mental health field.

22. Gordon, Ira. Baby Learning Through Baby Play: A Parents' Guide for the First Two Years. 1970. Available through: St. Martin's Press, 175 Fifth Ave., New York, New York 10010. $3.95 per copy.

In simple language and with many illustrations, this guide provides parents with a variety of games and play activities which will aid parents in developing their very young children's basic skills, and consequently their later intellectual ability. Activities to help the baby develop such skills as eye focusing, eye-hand coordination, and ability to distinguish between objects are featured. The activities will also help the baby become aware of how to use these skills to explore his world, and will encourage interaction between parent and child. The games are presented in order of difficulty for babies in various stages of development from about three months to about two years of age.

23. Gordon, Ira, Guinagh, Barry, Jester, R. Emile, et. al. Child Learning Through Child Play. 1972. Available through: St. Martin's Press, 175 Fifth Ave., New York, New York 10010. $3.95 per copy.

This book presents a wide variety of games and creative activities developed in order to provide concrete learning opportunities for two and three year old children. The activities may be used by parents, day care workers and other adults in early childhood education programs. Throughout the book, the importance of treating the child with a recognition of both his intellectual and emotional development is emphasized. The book is divided into sections, each of which features one main type of game; however, the games are designed to contribute to all aspects of the child's development, through his working with an involved adult.

24. Gordon, Ira. "Early Child Stimulation Through Parent Education". Final Report, Department of Health, Education and Welfare Children's Bureau, June 30, 1969. Available from: ERIC Mother-Child Home Learning

Programs: An Abstract Bibliography. REFER TO ITEM 16.

The study reported on here was conducted to determine the effects of the use of disadvantaged women as parent educators of indigent mothers of infants and young children. In weekly home visits, the parent educators taught a series of exercises which stimulated the infants' perceptual, motor and verbal activities, and involved the mothers in the arrangement of tasks. The infants received this stimulation for at least nine months. Among the results of the study discussed are: paraprofessionals can be used to teach mothers, concrete exercises are a sound curriculum approach; and how a child is taught may be more important than what he is taught.

25. Gordon, Ira. "Parent Involvement in Early Childhood Education". The National Elementary Principal, Vol. 51, September 1971, p. 26-30. Available from: The National Elementary Principal, 1801 N. Moore St., Arlington, Virginia 22209. $2.00 per copy. (See item 66 for another article in this journal.)

In this article, Dr. Gordon traces historically the development of early childhood education programs. He concludes that at the present time the most effective learning environment exists when the school and the home are working together. The Follow Through Program at the University of Florida, which Dr. Gordon describes, is based on the belief that the home is the primary learning center for the child. While this article does not give concrete examples used in the Follow Through Program, it does emphasize the crucial role that the home and the parent play in rearing, socializing and educating the child.

26. Gordon, Ira. "What Do We Know About Parents as Teachers?". Theory into Practice, Vol. 11, No. 3, June 1972, p.146-149. SEE ITEM 69 FOR ORDERING INFORMATION.

The influence which parents have on their children is examined in this article. Dr. Gordon discusses the studies made through both field observation and experimental research, and concludes that it is evident that what parents do with their children as model setters, information givers and teachers has a direct effect on the children's intellectual performance. He also describes some specific parental behaviors which have positive effects on the child's performance.

27. Gordon, Thomas. Parent Effectiveness Training. 1970. Available through: Peter H. Wyden, Inc., 750 Third Ave., New York, New York 10017. $6.95 per copy.

Parents who are having trouble communicating with their children, or who find themselves involved in a power struggle with them, will discover new methods for dealing with these problems in Dr. Gordon's book. The book describes the Parent Effectiveness Training (P.E.T.) course developed by Dr. Gordon, in which he teaches parents techniques for dealing with their children in ways which will enable them to find solutions to problems that will be acceptable to both. The skills are taught in a workshop or seminar course, which stresses the uniqueness of each individual, his relationships and needs, and the importance of a preventive approach to handling potential problems. P.E.T. offers parents new methods for establishing mutually satisfying relationships with their children.

28. Gray, Susan W. "The Child's First Teacher". Childhood Education, Vol. 48, No. 3, December 1971, p. 127-29. SEE ITEM 10 FOR ORDERING INFORMATION.

The author offers a description of the home-based early childhood education program developed at Peabody College in the Demonstration and Research Center for Early Education. She discusses the overall goals of programs involving the use of home visitors, and lists some of the distinguishing elements of the DARCEE project. The positive effects of programs which are designed to help mothers become more effective teachers of their small children are discussed, including the general improvement in the mother's ability to cope with her life experiences, and the possibility of improvement in life style of the entire family involved.

29. Gutelius, Margaret F. "Infant Stimulation as Part of Well Baby Care in a Disadvantaged Area". Mental Health Program Reports (Julius Segal, ed.). Department of Health, Education and Welfare Publication, December 1971, p. 257-72. Available from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, #1724-0176. (See item 45 for another article in this publication.) $1.75 per copy.

This article describes a program which "has attempted to reach young mothers to help them learn ways of caring for their children and stimulating their intellectual growth so that they will be able to meet with success when they enter school...". In this paper the philosophy underlying the project is also discussed. The demonstration program

incorporated a comprehensive program of well baby care and infant stimulation lessons. This article serves as a good reference concerning the structure and set-up of a partially home-based program for infants (up to age three) and mothers.

30. Hainstock, Elizabeth. Teaching Montessori in the Home: The Pre-School Years. 1971. Available through: Random House, Inc., Order Department, Westminster, Maryland 21157. $6.95 per copy.

Parents who are interested in using the methods developed by Dr. Maria Montessori to teach their preschool children at home will find this a valuable book. Based upon her work in California, the author provides approximately fifty exercises, with illustrations, which will aid a parent in developing language, arithmetic and perceptual skills, as well as practical skills used in everyday situations. There is an introduction to Dr. Montessori's work, advice on preparing the home school and instructions for making equipment needed. An appendix includes a list of terms used in teaching the Montessori method, a list of educational toys available and a bibliography of material which will be helpful for background and reference information.

31. Heber, Rick. (See Strickland, Stephen - Item 68.)

32. High/Scope Educational Research Foundation, 125 N. Huron Ypsilanti, Michigan 48197.

High/Scope Educational Research Foundation offers publications and films which are useful in the field of early childhood education. See items 72 and 75 for reviews of publications available through this foundation.

33. Home and School Institute. Success for Children! Teaching Ideas from the Home and School Institute. 1972. Available from: The Home and School Institute, Box 4847, Cleveland Park Station, Washington, D.C. 20008. $1.00 per copy, prepaid.

This publication is one which presents ideas for parents who are interested in working creatively with their preschoolers at home. It covers areas such as beginning reading activities, writing exercises and home made games that are both educational and inexpensive. The format also includes

excerpts from the Washington Post newspaper column written by Dorothy Rich, the Director of the Home and School Institute.

34. Home Start. Report of First National Home Start Conference. 1972. Available from: Home Start, Office of Child Development, P.O. Box 1182, Washington, D.C. 20013. (See item 52.) No charge.

The First National Home Start Conference was held April 3-7, 1972 in St. Louis, Missouri. This booklet is a journalistic account of the sessions and activities of the five day conference, and includes presentations made by many of the participants, reactions to the conference and recommendations and suggestions made by the people attending. The book is useful as a reference and resource for further Home Start efforts.

35. Home Start. Home Start Demonstration Program: An Overview. 1973. Available from: Home Start, Office of Child Development, P.O. Box 1182, Washington, D.C. 20013. (See item 52.) No charge.

This publication is designed to provide readers with a comprehensive review of the Home Start demonstration programs now in operation throughout the country, It describes the background, objectives and operation of the Home Start Program, as well as the evaluation procedure used. A project description of each of the sixteen programs in operation is also included.

36. Home Start. Training Manual. Available from: Home Start, Office of Child Development, P.O. Box 1182, Washington, D.C. 20013. WILL BE AVAILABLE IN JUNE, 1973.

This manual may be used to assist Head Start and other child development programs in developing and incorporating a home-based service, usually as part of their center-based program.

37. Karnes, Merle B., et. al. "Education Intervention at Home by Mothers of Disadvantaged Infants". Child Development, Vol. 41, No. 4, December 1970, p. 925-35. Available from: University of Chicago Press, Journals Dept., 5801 Ellis Ave., Chicago, Illinois 60637. $8.00 per copy. Also available through ERIC Mother-Child Home Learning Programs: An Abstract Bibliography. REFER TO ITEM 16.

The authors researched the idea that early intervention into a preschooler's everyday activities, using the mother as the intervener, can increase the child's cognitive and verbal development. Results of this study show that the mother can both influence and

stimulate her child's development. Mothers attended a weekly two hour session, during which staff members provided a continuing educational program to use at home to stimulate the cognitive and verbal development of the child. The staff also facilitated group sessions which were designed to help develop and foster a sense of self-worth and dignity in the mothers in the context of both their own families and the outside community.

38. Karnes, Merle B. and Zehrbach, R. Reid. "Flexibility in Getting Parents Involved in School". Teaching Exceptional Children, Vol. 5, No. 1, Fall 1972, p. 6-19. Available from: Publication Sales, Council for Exceptional Children, 1411 Jefferson Davis Highway, Jefferson Plaza, Suite 900, Arlington, Virginia 22202. $2.00 per copy.

After acknowledging that parents of handicapped children have a variety of reasons for not becoming involved in their children's education, the authors offer suggestions, both new and tried, for techniques which may be used by teachers to involve the parents. The more traditional methods, such as group meetings and individual discussions, are presented, as are such newer techniques as helping parents learn behavior modifying methods and offering parents packages of programmed material to be used in teaching specific skills or knowledge. A sample of a specific lesson plan for parents is also included.

39. Karnes, Merle B. Helping Young Children Develop Language Skills: A Book of Activities. 1968. Available from: Council for Exceptional Children, 1411 Jefferson Davis Highway, Jefferson Plaza Suite 900, Arlington, Virginia 22202. $3.50 per copy.

A variety of games, stories, dialogs and other activities which have been designed by teachers to improve the language skills of culturally disadvantaged children are presented. The activities reflect a language model comprised of the processes of decoding, association, integration, encoding and memory, and can be adapted for use in developing language skills in larger groups of children from more advantaged backgrounds, or small groups of older children who are mentally retarded or have severe learning disabilities.

40. Karnes, Merle B., Zehrbach, R. Reid and Teska, James A. "Involving Families of Handicapped Children". Theory into Practice, Vol. 11, No. 3, June 1972, p. 150-56. SEE ITEM 69 FOR ORDERING INFORMATION.

The special problems concerning the involvement of parents in programs for handicapped children are set forth in this article. The authors have proposed a model for parent involvement, and they discuss the phases of the process through which parents, siblings and other family members will progress in their increasing involvement in the education and development of the handicapped child. A case study of a family with a multi-handicapped child is presented as an illustration.

41. Keister, Mary Elizabeth. "The Good Life" for Infants and Toddlers. 1970. Available from: Publications Dept., National Association for the Education of Young Children, 1834 Connecticut Ave. N.W. Washington, D.C. 20009. $1.50 per copy.

This is a booklet which describes a demonstration project on group care of infants which was carried out at the University of North Carolina from 1967 to 1970.

42. Lally, J. Ronald. "Child Care: Politics, Business, Research and/or Service". Journal of Clinical and Child Psychology, Vol. 1, No. 1, January 1972, p. 10-11. Available from: Dr. Gertrude J. Williams, editor, Journal of Clinical and Child Psychology, Suite 208, Meramec Building, 111 S. Meramec, St. Louis, Missouri 63105. $1.95 per copy, prepaid.

The system of child care services as it has traditionally existed in this country is examined by the author. He finds that there is a resistance to change in this field, and offers some changes in the way of life of many families, such as mothers moving into employment and greater mobility taking children away from relatives who might aid in their care, etc., as reasons for revising our child care services. He presents an original model for comprehensive child care services which would utilize existing institutions and involve citizens of many age groups, including students and elderly persons.

43. Lally, J. Ronald and Honig, Alice S. Infant Caregiving:

A Design for Training. 1972. Available from: Media Projects, Inc., 159 West 53rd St., New York, New York 10019. $10.95 per copy.

The authors present a training program which aims to provide growth for both the trainees and the trainer. Stress is laid on the intangibles between trainer and trainee and between trainee and child which create relationships which will lead to success in the training program. This handbook is limited to the infancy period, here defined as birth to thirty-six months, and exact, concrete illustrations and examples for activities and techniques to be used with children of this age are provided. The program never loses sight of the child as a unique individual, and offers the trainee a well-balanced system for becoming an effective, caring child care worker.

44. Lally, J. Ronald, Honig, Alice S. and Caldwell, Bettye M. "Training Paraprofessionals for Work with Infants and Toddlers". Young Children, Vol.28, No. 3, February 1973, p. 173-82. Available from: Publications Dept., National Association for the Education of Young Children, 1834 Connecticut Ave. N.W., Washington, D.C. 20009. $2.00 per copy.

A practical article which presents an overview as well as specific suggestions for the selection and training of paraprofessionals, based on work done at the Syracuse University Children's Center. Both preservice and inservice components of the training program are examined.

45. Lane, Mary B. "Nursery Schools in the Service of Mental Health". Mental Health Program Reports (Julius Segal, ed.), Department of Health, Education and Welfare Publication, December 1971, p. 204-29. Available from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, #1724-0176. (See item 29 for another article in this publication.) $1.75 per copy.

Although this article is a general report on a program designed to fight racial prejudice, it also delves into specifics that parallel the theme of home-based programs. Of particular interest are the sections entitled "Home Tasks" and "A Training Course for Parents". The Home Task Project was designed to help parents use the learning potential in their children's play activities, and several of the sixty tasks are briefly described. The course

in training for parents is designed to improve the mothers ability both in mothering and in aiding in school, and is based on the assumption that the mother is the child's most important teacher. The material offered in these two sections, and the principles underlying the development of the materials, provide reinforcement of the concept of home-based programs for mothers and their young children.

46. Levenstein, Phyllis. "But Does it Work in Homes Away from Home?". Theory into Practice, Vol. 11, No. 3, June 1972, p. 157-62. SEE ITEM 69 FOR ORDERING INFORMATION.

In this article, the author discusses the problems involved in the replication of an applied research program - in this case, the Mother-Child Home Program, Verbal Interaction Project - in a variety of settings away from the laboratory. She supplies data and other descriptive materials which serve to establish the successful replication of the model project in four different settings.

47. Levenstein, Phyllis. "Learning Through and From Mothers". Childhood Education, Vol. 48, No. 3, December 1971, p. 130-34. SEE ITEM 10 FOR ORDERING INFORMATION.

This article describes the Mother-Child Home Program. A "Toy Demonstrator" visits the home of a low-income family that has volunteered for the program. By playing with the two year old child and interacting verbally, the toy demonstrator indirectly shows the mother how to become involved with her child, to the extent that she will become an effective socializing and intellectual agent for the child. The results of the program to the date of this article show that the mother can be helped to become a more active agent in improving the cognitive, social and emotional growth of her preschool child.

48. Living Room Schools. While You're At It. 1973. Available from: Board of Cooperative Educational Services, Research and Development Division, Nassau Regional Office for Educational Planning, 125 Jericho Turnpike, Jericho, New York 11753. Inquire about price.

This series of curriculum cards is designed to provide mothers with a variety of suggestions

for activities and learning games which can be used with the child while the mother goes about her daily routine. The cards are divided into six categories: 1) Helper Cards, 2) While you Work, 3) Waiting Games, 4) Outdoors, 5) Making Things and 6) Special Times. There is also a Utilization Guide, which helps the parent in choosing an appropriate card for each type of activity.

49. Marzollo, Jean and Lloyd, Janice. Learning through Play. 1972. Available through: Harper and Row, Publishers, Inc., 49 East 33rd St., New York, New York 10016. $7.50 per copy.

The authors of this book have written a great deal of educational material, including the Parent/Teacher Guide to Sesame Street. In this book, they emphasize the use of play in the home for parents and teachers of preschoolers. They have taken the findings of professionals and translated them into a language of play activities that parents can understand and use to help develop the important skills of their children. With a minimum of preparation and cost, the parent is shown how ordinary activities can be valuable tools to enrich the emotional and intellectual development of the child.

50. Media Projects, Inc. The Open Home. 1972. Available from: Media Projects, Inc., Suite 22H, 159 West 53rd St., New York, New York 10019. $5.95 per year.

The Open Home is a monthly package for parents of children whose ages range from birth through six years. It offers practical articles, activities picture games, posters, records, etc. which parents (or others who work with young children) can use to aid in their understanding and educating of the young child. It also translates the findings of researchers and educators into simple things a mother can do with her own child.

51. Nimnicht, Glen. (See Rosenau, Fred - Item 61.)

52. Office of Child Development. United States Department of Health, Education, and Welfare, Washington, D.C.

The Office of Child Development was established July 1, 1969. It includes two major bureaus:

The Children's Bureau, which provides a wide range of technical assistance services for children, youth and their families; and the Bureau of Child Development Services, which operates Head Start, Home Start, Parent and Child Centers and other innovative programs for children. Items on this resource list which may be obtained through the Home Start office of the Office of Child Development include numbers 4, 34, 35, 36, 53 and 54.

53. O'Keefe, Ruth Ann. "Home Start: Partnership with Parents". Children Today, Vol. 2, No. 1, January-February 1973, p. 12-16. Available from: Home Start, Office of Child Development, P.O. Box 1182, Washington, D.C. 20013. No charge.

Dr. O'Keefe is the Director of Home Start for the Office of Child Development. In this article, she presents a comprehensive review of the history and development of the Home Start program, and discusses the objectives of home-based projects. The various services provided by the programs, i.e. nutrition, health, psychological and social services, and services designed to help parents in their roles as educators and "enablers" of their children's intellectual and physical development, are also presented in detail. The author discusses the criteria for selecting home visitors, and describes the desired goals and specific services of the home visitor. The article also includes a list of the sixteen Home Start projects now in operation.

54. O'Keefe, Ruth Ann. The Home Start Program: Guidelines. December 1971. Available from: Home Start, Office of Child Development, P.O. Box 1182, Washington, D.C. 20013. No charge.

The guidelines for developing the sixteen OCD-funded Home Start demonstration programs for providing comprehensive services for young children are set forth. Included are the Home Start Program Objectives, Program Components and Requirements, the Delivery of Home Start Services, Selection of Program Locations, Recruitment of Families for Home Start, Training of Home Start Staff, and Evaluation. The administration of Home Start programs, including funding, relationship between Home Start and grantee or applicant agency, budget and scheduling of the years one through three is outlined.

55. Olmsted, Patricia P. and Jester, R. Emile. "Mother-Child Interaction in a Teaching Situation". Theory into Practice, Vol. 11, No. 3, June 1972, p. 163-70. SEE ITEM 69 FOR ORDERING INFORMATION.

In this article, the authors report on research done with mothers and children of different socioeconomic status in an attempt to determine what variables exist in the teaching styles and mother-child interaction of families of lower and middle socioeconomic levels, and what effect these variables might have on the child's later ability to adapt to a typically middle income school system and structure. Some significant differences were found; for example, the greater amount of information given by middle class mothers in advance of the planned activity, as well as the greater variety in verbal behavior of mothers and children in this group. The implication of the findings is important to those working in parent education.

56. Orem, R.C. (editor). Montessori Today. 1971. Available through: G.P. Putnam's Sons, 200 Madison Ave., New York, New York 10016. $6.95 per copy.

The editor has conducted a comprehensive survey of Montessori schools in the United States today. The resulting study includes both the philosophy behind this method of teaching, and a description of the key elements of the Montessori educational process. Specific suggestions and examples are given for both parents and teachers who wish to use the Montessori method to educate their children. The appendices offer advice on how to start a Montessori School, as well as a directory of selected Montessori Teacher-Training Programs, Organizations and Schools.

57. Parents as Resources (PAR Project). Recipes for Fun, Recetas para Divertirse, Workshop Procedures, A Training Manual for Workshop Leaders, More Recipes for Fun. 1970, 1972. Available from: Parents as Resources, 464 Central, Northfield, Illinois 60093. $2.00 per copy, $1.25 for 10 or more copies.

PAR is an organization that has published several booklets which are useful for parents and others who work with young children. The book Recipes

for Fun, and the Spanish version, Recetas para Divertirse are illustrated activity booklets, which, along with the later booklet More Recipes for Fun, offer illustrated, clearly written instructions for a variety of learning games and crafts in which children and parents can participate together. The manual Workshop Procedures, which is a companion guide to the Recipe for Fun books, offers guidelines and specific methods for training parents, students or other non-professionals in presenting these games and crafts to children.

58. Pavloff, Gerald and Wilson, Gary. Adult Involvement in Child Development for Staff and Parents: a Training Manual. 1972. Available from: Humanics Associates, 881 Peachtree St. N.E., Atlanta, Georgia 30309. $4.50 per copy.

This manual was written for Head Start parent involvement coordinators, and presents the "basics" of parent involvement, together with suggested ways of achieving greater participation. It outlines in detail the manner in which parent groups may be structured, including the use of a group of sub-committees. One section which might be of particular interest to those involved in home-based programs discusses the proposed orientation that parent involvement coordinators would give to other staff members.

59. Pickarts, Evelyn and Fargo, Gene. Parent Education: Toward Parental Competence. 1971. Available through: Appleton-Century-Crofts, Educational Division, Meredith Corp., 440 Park Ave. South, New York, New York 10016. $8.95 per copy.

Beginning with the premise that parents are the prime teachers of their children, the authors of this text set about to provide the "direction and skills for parents whereby they will be enabled to define what they want the child to learn from his experience and relate this to the way in which children do learn." The authors explore a background of societal forces, as well as family and parent roles and needs, and then consider the effectiveness of different parent education programs. The book is well organized, with each chapter including a summary and a list of references. A detailed bibliography, stressing the sociological aspects of children, family and society appears at the end of the book.

60. Provence, Sally, M.D. and Lipton, Rose C., M.D. Infants in Institutions. 1962. Available through: International Universities Press, 239 Park Ave. South, New York, New York 10003. $6.00 per copy.

This book contains the authors' findings based on a five-year period of research, during which they observed infants drawn from the population of one institution. The book outlines in detail the physical and emotional development of the institutionalized babies, as compared with a control group of babies reared with their families. Data are provided which indicate the overall retardation and other variances in development of the babies without families. There are observations from foster parents and the authors regarding the recovery of some of the babies, and the implications of the patterns of follow-up and recovery are examined. This book is important to all who work with infants and young children.

61. Rosenau, Fred. Guide to Securing and Installing the Parent-Child Toy Lending Library. 1972. Available from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, #17800993. $.60 per copy.

Dr. Glen Nimnicht has directed the development of the Parent-Child Toy Lending Library at the Far West Laboratory in California. This is a definitive guide for those who are interested in establishing a library of this type. In an illustrated handbook of several hundred pages, information is presented covering how to acquire funds for establishing a library (including how to write a proposal), where to buy or borrow pieces for use in the library, how to involve other groups, such as senior citizens, in the program, and how to evaluate your own program. The appendices offer a guide to making your own toys, an overview of responsive education for young children, a review of the Far West Laboratory's evaluation of their program, and three additional evaluation techniques.

62. Schaefer, Earl S. "Families in the Educational Process". Families of the Future, p. 26-45. 1972. Available from: Iowa State University Press, Ames Iowa 50010. $3.95 per copy.

The importance of the family as the major educational institution of society and the need for a national comprehensive support system for family care and education are the basic points discussed by the author. He examines the characteristics

of families which influence development of children, reviews some research which points to the need for involving families in, and increasing their effectiveness in, educating their children, and stresses the need for a broader concept of education which would include a birth to death process. Dr. Schaefer concludes that changes should be made in the current child-centered approach to child care, with the major emphasis shifted to efforts which would support family programs, and in turn strengthen the entire comminity.

63. Schaefer, Earl S. and Aaronson, May. "Infant Education Research Project: Implementation and Implications of a Home Tutoring Program". Preschool in Action (Ronald Parker, Ph.D., ed.). 1972. Available through ERIC Mother-Child Home Learning Programs: An Abstract Bibliography. REFER TO ITEM 16.

    The program described here was designed to facilitate the intellectual development of disadvantaged children through home tutoring during the second and third years of the children's lives. Tutors were carefully selected and trained, and through use of a variety of teaching materials and by developing and maintaining warm interpersonal relationships, they were able to obtain positive results.

64. Schaefer, Earl S. "Learning from Each Other". Childhood Education, Vol. 48, No. 1, October 1971, p. 2-8. Available from: Association for Childhood Education International, 3615 Wisconsin Ave. N.W., Washington, D.C. 20016. $1.75 per copy.

    Dr. Schaefer expands the traditional perception of education - learning in the school - to the concept of a process that begins at birth and ends at death. He advocates preparing parents and future parents for their roles as educators of their children. His conclusions are based on research that indicates that "varied, increasingly complex experience, accompanied by language stimualtion, in the context of positive parent-child relationships, supports early language development and intellectual growth...the development of interest and curiosity, as well as of task-oriented behavior."

65. Schaefer, Earl S. "Parents as Educators: Evidence from a Cross-Sectional, Longtudinal and Intervention Research". Young Children, Vol. 27, No. 4, April 1972, p. 227-39. Available from: Publications Dept., National Association for the Education of Young Children, 1834 Connecticut Ave. N.W., Washington, D.C. 20009. $2.00 per copy.

This article is a valuable review of research pertinent to the educational role of parents. Dr. Schaefer describes studies which have shown that parents influence not only the development of attitudes, interests and opinions in their children, but also their intellectual and academic achievement. In a review of intervention research, many of the preschool programs which have used home visitors to teach mothers are discussed. The author states that the evidence suggests that programs which help parents learn skills in teaching their children can effectively supplement preschool education.

66. Schaefer, Earl S. "Towards a Revolution in Education: A Perspective from Child Development Research". The National Elementary Principal, Vol. 51, September 1971, p. 18-25. Available from: The National Elementary Principal, 1801 N. Moore St., Arlington, Virginia 22209. $2.00 per copy. (See item 25 for another article in this journal.)

In this article, Dr. Schaefer reflects upon his conclusions to some research on early childhood education. He states that the home is a prime influence on the child's intellectual and academic achievement in school. By contrasting the (traditional) classroom perspective and the lifetime and life-space perspective on education, Dr. Schaefer illustrates his theory that education is a continuous process--every place, every moment. Since the home is the most important educational institution, it must be provided with resources. This article serves as a justification for home-based programs.

67. Stevens, George and Orem, R.C. The Case for Early Reading. 1968. Available through: Warren H. Green, 10 South Brentwood Boulevard, St. Louis, Missouri 63105. $8.50 per copy.

This book features a lengthy and significant prologue by R. Buckminster Fuller, an examination of research in reading, and some suggestions for parents to use with their children at home in a relaxed fashion.

68. Strickland, Stephen. "Can Slum Children Learn?". American Education, Vol. 7, No. 6, July 1971, p. 3-7. Available only through libraries.

This article is a report on research conducted by Dr. Rick Heber. Test results and other data obtained through his research with a project in Milwaukee, Wisconsin focused on slum children, suggest that there is a potential value in beginning the education of children while they are still in their infancy.

69. Theory into Practice (TIP). Vol. 11, No. 3, June 1972. Available from: Theory into Practice, 149 Arps Hall, 1945 N. High St., Ohio State University, Columbus, Ohio 43210. $1.50 per single copy, $1.10 for fifty or more copies. Check payable to College of Education. (Payment must accompany orders under $5.00.)

The title of this issue is "Parents are Teachers". Articles by Ira Gordon, Merle Karnes, Phyllis Levenstein, and Patricia Olmsted (senior authors) are included. See items 26, 40, 46 and 55 for reviews.

70. Thompson, Donald L. "Head Start at Home: A Model for Rural Areas". Appalachia, Vol. 5, No. 3, January 1972, p. 17-20. Available from: The Appalachian Regional Commission, 1666 Connecticut Ave. N.W., Washington, D.C. 20235, Attention of Miss Taylor. No charge.

Dr. Thompson describes the Head Start at Home program that operated in Appalachia from September 1968 to June 1970. The program was designed to deliver Head Start services to children in very small neighborhood groups (four to six children). The rationale behind the concept of Head Start at Home was that Head Start services could be provided to Appalachian preschoolers in a setting other than Head Start centers, as the physical layout of rural Appalachia precluded large operations. Thus, the information offered in this article -- selection of leaders, equipment and program set-up, program content, success of program, summary and a quick look to the future-- provides good resource material for Home Start and home-based programs.

71. Weikart, David P., et. al. The Cognitively Oriented Curriculum: A Framework for Preschool Teachers. 1971. Available from: National Association for the Education of Young Children, 1834 Connecticut Ave. N.W., Washington, D.C. 20009. $3.50 per copy.

This report describes the curriculum which was used in the Perry Preschool Project. The curriculum was based on the theory that there cannot be the basic understanding of self necessary for learning without the ability to place the self in time and space and to classify and order objects and events. Topics discussed in the report include: classroom routine and equipment used, language learning, sociodramatic play, and curriculum planning. Home visits are discussed in terms of response of both teachers and parents. A classroom activity guide and sample daily schedules are included.

72. Weikart, David P. Early Childhood Special Education for Intellectually Sub-normal and/or Culturally Different Children. 1971. Available from: High/Scope Educational Research Foundation, 125 N. Huron, Ypsilanti, Michigan 48197. (See item 32.) No charge.

Dr. Weikart discusses the problem of children in "disadvantaged" groups who, after standard diagnostic testing, are considered in need of special education. In recent years, members of these groups have come to believe that a disproportionate number of their children are labelled in this manner, and the author presents four models which have been used to account for the discrepancies in educational and intellectual attainment between minority groups and the dominant culture. Dr. Weikart also reviews the work done in the past ten years in preschool education for children classified as "educable mentally retarded" and "functionally retarded", which has led to the conclusion that effective preschool programs can have significant impact on disadvantaged children throughout the elementary school years, and that children who have had preschool experiences fail less often than similar children who have not had preschool.

73. Weikart, David P. "Learning through Parents: Lessons for Teachers". Childhood Education, Vol. 48, No. 3, December 1971, p.135-37. SEE ITEM 10 FOR ORDERING INFORMATION.

Dr. Weikart assumes that education in the home

is necessary to aid the development of the child. In this article, he briefly describes the ideal relationship between the parent and the teacher (or trained para-professional) who guides the mother. A basic article.

74. Weikart, David P. and Silverman, Charles. "Open Framework: Evolution of Concept in Preschool Education". The National Elementary Principal, Vol. LI, No. 6, April 1972, p. 59-62. Available from: The National Elementary Principal, 1801 N. Moore St., Arlington, Virginia 22209. $2.00 per copy.

The work done through the 1960's by the Ypsilanti Perry Preschool Project in Ypsilanti, Michigan, aimed at remediating academic handicaps of disadvantaged children, is described. The authors trace the development of the "open-framework model", beginning with the early concept of a cognitively oriented curriculum, through the implementation of three distinct programs, i.e. 1) a structured cognitive program, 2) a task-oriented language training program and 3) a traditional program that emphasizes socialization and emotional growth, to the conclusion that there is no "best" curriculum as such, but that an open-framework program which allows a teacher to create a program appropriate to her particular group of children and their milieu will enable her to aid positive growth in the child in all areas of his development.

75. Weikart, David P. and Lambie, Delores Z. "Ypsilanti Carnegie Infant Education Project Progress Report". 1969. Available from: High/Scope Educational Research Foundation, 125 N. Huron, Ypsilanti, Michigan 48197. (See item 32.) $2.50 per copy.

This publication is a summary of the curriculum, project design and instructional techniques for working with infants and mothers in the home, as developed by the Ypsilanti Carnegie Infant Education Project. It includes a case history and results from the first six months of the project. There will be a final report on the project in the spring of 1973.

76. Willmon, Betty. "Parent Participation as a Factor of the Effectiveness of Head Start Programs". The Journal of

Educational Research, Vol. 62, No. 9, May-June 1969, p. 406-10. Available from: Circulation Dept., Dembar Educational Research Services, Inc., Box 1605, Madison, Wisconsin 53701. $1.50 per copy, prepaid.

The author investigates the effects of parental participation in a Head Start program on the academic achievement of students (using the Metropolitan Reading Readiness Test). Prior to describing her own study, she summarizes other research which shows that many factors, i.e., the socializing culture, amount of verbal interaction between parent and child, and other aspects of the parent-child relationship, are highly influential in the development of achievement motivation. The result of the author's investigation is that highly active parent involvement in the Head Start Program studied influenced academic motivation. She suggests the need for increased parent involvement, and states that parent education should be incorporated in anti-poverty programs concerned with upgrading student achievement.

77. Zigler, Edward. "The Environmental Mystique: Training the Intellect versus Development of the Child". Childhood Education, Vol. 46, No. 8, May 1970, p. 402-12. Available from: Professor Edward Zigler, Dept. of Psychology, Yale University, 333 Cedar St., New Haven, Connecticut 06510. No charge for single copy.

Dr. Zigler defines the "environmental mystique" as the point of view which holds that intelligence is essentially trainable, and that if we can provide a child with the correct environmental input, we will increase his intellectual level. He takes issue with the popularization of some research findings, which would lead to the belief that a child can be programmed by adults in a manner calculated to increase his IQ, and stresses his own belief that we cannot ignore the law of human variability. The author also discusses the point of view which holds that a child learns from his everyday experiences, and that attitudes and emotions developed through destructive interaction with his environment can have a negative influence on a child's intellectual performance. Through a description of some selected samplings of research conducted at Yale University, Dr. Zigler indicates that a child's history of deprivation or failure, his motivation for attention and affection, his wariness of adults, his view of himself and his expectancy of success, are just as important in determining his ability to function as is his formal cognition. Our concern must be with the overall development of the whole child.